

# Interface

4

Teaching notes

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PODRĘCZNIK  
WIELOLETNI

# Changing lives

## Unit 1, Lesson 1, Vocabulary 1, Reading 1

**Lesson Aims:** Students learn and practise vocabulary related to life-changing events; they read a text about a famous person's life for gist and specific information.

### Vocabulary 1

#### Life-changing events

##### Warmer

With books closed, brainstorm some events that have changed students' lives in one way or another. Encourage students to think beyond the obvious ones and perhaps think of people they know, eg *fail three exams, (father) change job, learn to play the guitar*. Ask how these events would change a young person's life. Write their ideas on the board.

- Students look at the words in the box. They use their dictionaries to find out the meaning of any they don't already know.
  - Make sure that all the meanings are clear.
- CD1 track 03; for audioscript see p6 of SB
  - Students listen and repeat the events.
  - Ask individual students to read out some of the events and check pronunciation.
- Students do the exercise individually.
  - Check answers with the class.

##### Answer Key

- starting your own business
- retired
- moved house, made new friends, settled down
- had an accident
- got into trouble, changed school
- dropped out of university, went for a job interview
- took a gap year, went abroad



**Fast finishers write two more sentences using the expressions for the events, giving two options. They can then exchange their sentences or you can use them as a dictation.**

##### Now say it!

- CD1 track 04
  - Give students time to read the sentences before they listen to the CD.
  - Play the CD. Ask them to note down the information they hear that indicates whether the sentences are true or false.
  - Students compare their answers and notes with a partner before checking as a class.



##### CD1 track 04

- Rachel** James, what do you think has changed your life the most?  
**James** I went abroad two years ago with my family. We went to Africa. It really changed the way I think about things.  
**Rachel** And what about you, David? What's the most life-changing event that's happened to you?  
**David** It didn't happen to me, but I think it's having an accident. My cousin was in a motorbike accident and it totally changed his life. What's changed your life the most, Rachel?  
**Rachel** Hmm, I'm not sure ... I want to take a gap year before I go to university though. I think that'll be quite life-changing.

##### Answer Key

1 T 2 F 3 F

- Students ask each other about events that have changed their lives. Encourage them to use the new vocabulary and to give answers that are as full as possible.
  - Students change partner and repeat the exercise.
  - Ask a few students to report back on their partner's answers.



##### Cultural note

Read the Cultural Fact together and ask students if they think many students do the same in Poland. Ask them what they would do with a gap year if they had the opportunity to take one. Explain to them that people taking gap years before university tend to do something useful. Ask if they think it's a good idea.

##### Extra activity

Students write about one or two of the life-changing events in their partner's lives. Remind them to check their work carefully for spelling or grammatical errors before handing it in.

### Reading 1

#### Then & now


##### Before you read

Ask students to look at the pictures and tell you what they know about Johnny Depp. Ask if they think he has a hard life or an easy life, or if being a top actor can be stressful. Ask them to give reasons. Help them express their ideas in English.

- 6 • Read out the three options and ask students which they think is more probable.

**Answer Key**

Answer a

- 7  CD1 track 05; for audioscript see p7 of SB
- Play the CD. Students read and listen to the text and check their answer.
  - Play the CD again and ask students to listen out for any life-changing events.
- 8 • Students read the text again individually and choose the correct words.
- Check answers with the class.


**Answer Key**

1 wasn't                      3 didn't go                      5 has got  
2 didn't do                      4 changed

- 9 • Students cover the text and try to answer the questions from memory, working individually or in pairs.
- They check their answers by looking for them in the text.

**Answer Key**

1 In the Bahamas, France and Los Angeles.  
2 He got into trouble.  
3 He wanted to get a recording contract for his band.  
4 Nicolas Cage.  
5 Yes, he has won several awards.

-  **Fast finishers write their own comprehension questions for classmates to answer. When everyone has finished exercise 9, read out their questions as a class quiz.**

- 10 • Students find the words and phrases in the text and match them to the correct definitions.
- Ask students to tell you how to say the words in Polish, and tell you if any look similar to translations (i.e. if any are cognates).

- Point out to students that they may already know the noun *advice*, but that the verb is spelt with an -s.
- Ask some students to make up their own sentences with the words and phrases.

**Answer Key**

1 d 2 e 3 b 4 a 5 c

- 11 • Ask students to think about the question and note down their reasons.
- Take a class vote, then discuss students' opinions.



Choose and write a few sentences from the text in the notebook selecting subject, auxiliary verb, main colours to highlight the different parts of speech. Compare your ideas with a friend.

**Extra activity**

Ask students to name as many films starring Johnny Depp as possible. Write the titles of the films on the board. In pairs, students choose one of the films, and write a paragraph about it explaining the plot. Ask them not to give title of the film. When they have finished, stick all the paragraphs on the walls around the room, number them, then tell students to read them all and guess what the titles are. Compare answers as a class.



**Cultural note**

Although Johnny Depp has been nominated for many awards, including ten Golden Globes and three Academy Awards (Oscars®), he has only won *one* Golden Globe and, as of 2014, no Oscars. As well as his well-known roles, Johnny also had a small role in *Nightmare on Elm Street* and has voiced characters in episodes of *King of the Hill* and *SpongeBob SquarePants* for TV.



**Homework Workbook page 5**

**Unit 1, Lesson 2, Grammar 1**

**Lesson Aims:** Students learn and practise using grammar structures related to the present and past tenses.

**Grammar 1**  
**Present and past**

**Warmer**

Elicit some sentences from students about life-changing events in the past tense, and ask them to tell you the present form of the verbs they used too, eg *They got divorced last summer – get divorced.*

- 1 • Read out the sentences in the table.
- Students choose the correct words.
  - Check answers with the class.

**Answer Key**

1 habits and routines                      2 often

- 2 • Working individually or in pairs, students use the prompts to write complete questions in the present simple.
- Check answers with the class.

**Answer Key**

1 What time do you usually go to sleep?  
2 Do you ever go cycling?  
3 Do you sometimes upload pictures to Instagram?  
4 How often do you get angry?  
5 How often do you listen to music?

- 3 • In pairs, students take turns asking and answering the questions in exercise 2.
- Ask individual students to tell the class about their partner's answers.



# Listening

## Lifestyle changes

### Before you listen

Get students to vote on what they think would be the age when most significant changes in life take place. Ask them to explain their opinions.

- 11** • Look at the pictures together. Ask students to match the people with the ages in the box. Make sure students understand the structure by asking *How old is Penelope Cruz? Is she in her 20s? Elicit No, she's in her 30s.* Then ask *How old is the President / Prime Minister?*

- Discuss as a class how people's lifestyles change at the ages in the box.
- Write their ideas on the board.

- 12**  CD1 track 06

- Give students time to read the ideas on the board.
- Play the CD and ask them to listen out for their ideas.
- Check answers with the class.
- Students read the names and the activities and try to match them from memory.
- Play the CD again. In pairs, they correct their answers.
- Check answers together.



### CD1 track 06

**Presenter** In today's programme, we're going to talk to some of our audience about their lifestyles and memories of when they were younger. Emma, you're only 17 years old ... do you think your lifestyle has changed?

**Emma** Definitely! I'd say the biggest difference in my lifestyle is that I'm more independent. For example, I always used to go on holiday with my parents, but this year I went on holiday with my friends for the first time.

**Presenter** Where did you go?

**Emma** I went to Ibiza with five friends for ten days. It was great fun.

**Presenter** Frank, you're in your 40s ... would you say your lifestyle has changed much?

**Frank** Yes, there's one big difference. I didn't use to do much exercise but I bought a mountain bike three years ago. Now I cycle regularly ... I go twice a week, sometimes more. I think it helps to stop you getting old!

**Presenter** And what about you, Gary?

**Gary** Well, I'm 26 and my life has changed a lot. I finished university four years ago and I started work. I lived in London for three years but I moved to Bristol last year and started my own graphic design business. I used to work in a big company but I enjoy this much more.

**Presenter** Right, that sounds like a good change. Helen, how have things changed for you?

**Helen** I got married four years ago and I had a baby two years ago, so my life has changed a lot. My husband and I used to go out a lot, but now we don't. We met at art class, but the last time we did any art was about two and a half years ago.

**Presenter** Quite a few changes, then! And finally, Ivan ... what about you?

**Ivan** Well, I'm 66 years old and I retired eight months ago so I don't work now. I used to work in a bank and now I spend my time relaxing. I do a lot of gardening, and I go for walks with my wife. We want to spend more time with our grandchildren too. I've got three children and nine grandchildren!

**Presenter** I'm sure that keeps you busy! Thank you, everyone.

### Answer Key

1 d 2 a 3 e 4 c 5 b

### Extra activity

Ask students to write about their partner and themselves. Tell them to write four or five sentences about the same changes they have written down, and another four or five about the different changes they have written down. Then they swap pairs to read their sentences to their new partners.



Traditionally in the UK people celebrated turning 21, but nowadays your 18th birthday is more significant. This is because legally you can do a lot more things when you are over 18.

- 13**  CD1 track 06

- Ask volunteers to read the numbers out loud.
- Students read the sentences and complete them with the numbers.
- Students compare answers with a partner.
- Play the CD again for students to check their answers.

### Answer Key

1 40, 3 2 26, 4 3 2, 2.5 4 9

- 14** • Ask students to think about their lives five years ago and to make notes about what things have changed. Refer them back to the vocabulary on page 6 to help with ideas.
- In pairs, students ask and answer about the changes in their lives.



**Homework Workbook pages 6–7, exercises 3–7**

# Unit 1, Lesson 4, Speaking

**Lesson Aims:** Students ask and answer about events from their lives.

## Speaking

### Talking about photos

#### Warmer

Ask students to work in pairs and write a list of occasions when they might take photos. Set a time limit of two minutes. If they don't know the word in English they can write it in Polish. Ask different pairs to read out their lists.

#### Listen

- 1** • Tell students to look at the picture asking them about where and when people wear masks like these in the first picture. Make sure they understand the word *carnival*.

#### Answer Key

At Carnival in Venice.

- 2**  CD1 track 07

- Ask students to read the questions.
- Play the first part of the conversation.
- Check answers with the class.

#### CD1 track 07

- David** I've just got an email from my cousin Enrico ... he's sent some photos of our holiday. Do you want to see them?
- Rachel** Oh yes ... let's look at them now. Oh, where's this?
- David** It's Venice in Italy.
- Rachel** Who did you go with?
- David** With my mum and dad and my friend Chris. We visited my aunt and uncle and my cousins Enrico and Daniela. My uncle is Italian, so they live there.
- Rachel** That sounds fun! Oh ... what are you doing in this photo? Why are you all wearing fancy dress costumes?

#### Answer Key

- 1 His cousin.
- 2 To Venice in Italy.
- 3 His mum and dad and his friend Chris.
- 4 David's cousin.

- 3**  CD1 track 08

- Play the second part of the conversation. Tell students to complete the description with the words from the box and write them in their notebooks.

#### CD1 track 08

- David** This is a photo of me at the Venice Carnival. My friend Chris is standing on the left and my cousin Daniela is in the middle. I'm on the right. We're all wearing fancy dress costumes because it's Carnival. You can't tell, but Chris looks like the actor Orlando Bloom – it's impossible to see under the mask. We all look very serious, but we're having a great time! In the background there are some beautiful buildings.

#### Answer Key

- |                 |              |             |
|-----------------|--------------|-------------|
| 2 in the middle | 4 looks like | 6 there are |
| 3 on the right  | 5 look       |             |

## Practise

- 4**  CD1 track 08

- Play the dialogue again giving students time to repeat. Help with pronunciation.

- 5** • Look at the Functional language box on page 19 together. Point out that *look like* is followed by a noun or proper noun, eg *He looks like my best friend* / *He looks like a nice guy*, but that when you use an adjective, you don't use *like*. *You look ~~like~~ hungry*.
- Students order the words into sentences.
  - Check answers with the class.


#### Answer Key

- 1 There's a box at the bottom of the photo.
- 2 John is standing next to the table.
- 3 Lucy is on the right.
- 4 He looks really angry.
- 5 There's a dog in the middle of the photo.

- 6** • Ask students to complete the dialogues.
- Students choose letter a, b, or c.
  - Check answers with the class.

#### Answer Key

- 1 b 2 a 3 c

-  **Fast finishers in pairs, practise describing a photo in the Student's book.**

## Speaking task

#### Warmer

In pairs, students play a guessing game. Students take turns describing photos in the book and their partner guesses which page they are looking at.

- Step 1:** Look at the instructions and photos together. Tell students they can make up the names of the people in the photos and imagine that they are one of the people too.
- Step 2:** Read the questions and responses with the class. Students make notes about the chosen picture using their imagination.
- Step 3:** Give students time to write their dialogues. Tell them to use a variety of expressions from Step 2. Monitor and help as necessary.
- Step 4:** Students practise their dialogues with at least two partners. Ask some pairs to perform their dialogue for the class. Correct as necessary.

### Extra activity

If you wish, ask students to bring in their own photos – they may have these on a camera or on a mobile phone. Ask students to describe their photos to the class. Encourage listeners to ask questions.



**Homework Workbook page 8**

# Unit 1, Optional lesson: Culture


**Lesson Aims:** Students learn about journeys taken by British evacuees during the Second World War.

## Culture

### Famous journeys

#### Warmer

Ask students if they have taken any long journeys. How did they travel? Elicit different forms of transport and write them on the board. What was the purpose of their journey? Were they going on holiday? Moving house?

- 7**  CD1 track 09; for audioscript see p11 of SB
- Ask students if they know what is happening in the picture. Explain that during the Second World War many children living in British cities were 'evacuated', i.e. sent to live in the country with other families.
  - Play the CD. Students read and listen to the text and answer the questions.
  - Help with any problems in understanding.
  - Ask them what they find surprising about the text.
  - Find out how students think the evacuees felt and if they think it was the right thing to do.

#### Answer Key

- 1 The British government.
- 2 By train.
- 3 Their teachers.
- 4 They learnt that milk comes from cows.

- 8**
- In pairs, students think of famous journeys which took place in Poland.
  - Ask pairs about the journeys they have thought of and ask what they know about them. Ask the class if they have read about any of them or seen any films or TV programmes about them. Ask if students know why people made these journeys.
  - Ideas: Children were evacuated to different areas during WW2 and after the war. Many people went to live in France, Germany, Belgium, Switzerland, etc. in the 1950s and 1960s. Many people emigrated to America.

#### More information

For further information about the evacuees go to: [www.bbc.co.uk/history/events/evacuation](http://www.bbc.co.uk/history/events/evacuation)

#### Extra activity

Students find out more about a famous journey undertaken by people from Europe and write a description of it.



**Teacher collects their work. Workbook pages 144–145, with Worksheets in the Teacher's Resource File**



**Homework Workbook page 9**

# Unit 1, Lesson 5, Vocabulary 2, Reading 2


**Lesson Aims:** Students learn new and revise already known verbs with prepositions; they read a text about a teenager's life for specific information.

## Vocabulary 2

### Verb + preposition

#### Warmer

With books closed, students think of as many verbs that take prepositions as possible, eg *look at*, *look after*, *drop out of*, *turn to*, etc.

- 1**
- Students read the verbs in the box.
  - In pairs, students try to work out the meanings of the verbs.
  - Check answers with the class.
  - Students tell you how to say the words in Polish, and tell you if any are similar to their translations (cognates).
- 2**  CD1 track 10; for audioscript see p12 of SB
- Students listen and repeat the words.
  - Check their pronunciation.

- 3**
- Students read through the questions and complete them with suitable prepositions.
  - Check answers with the class.

#### Answer Key


- |      |         |         |         |
|------|---------|---------|---------|
| 1 to | 3 about | 5 in    | 7 about |
| 2 to | 4 with  | 6 about | 8 on    |

- 4**
- Tell students to think about their own answers to the questions in exercise 3.
  - In pairs, students take turns asking and answering the questions.
- 5**
- Students read the sentences and choose the correct options.
  - Check answers with the class.

#### Answer Key


- |               |                 |
|---------------|-----------------|
| 1 argue with  | 3 talking to    |
| 2 waiting for | 4 worries about |

## Pronunciation

- a**  CD1 track 11; for audioscript see p12 of SB
- Play the CD. Students read the sentences and repeat them with appropriate intonation.
  - Students tell you which syllables have the main stress.
  - Write the sentences on the board and mark the syllables, then play the CD again for students to check and repeat.

### Answer Key

- 1 Do you dream about travelling the world?
- 2 We're looking forward to the party.
- 3 He used to play in a band.
- 4 He didn't have an easy childhood.

- b**  CD1 track 12
- Play the CD. Students listen and repeat what they hear. Tell them to use the correct stresses.

### CD1 track 12

- 1 He had an accident that changed his life.
- 2 Do you usually have a good time with your friends?
- 3 Where did you go on holiday when you were young?

## Reading 2

### My new life


#### Before you read

Ask students to think about moving to another country. Do they like the idea? Why / Why not? Elicit a variety of opinions.

- 6** • Students look at the pictures and the title of the text, and answer the question. Don't correct their guesses.

### Answer Key

b

- 7**  CD1 track 13; for audioscript see p12 of SB
- Play the CD. Students read and listen to the text.
  - They check their answer to exercise 6.

- 8** • Give students time to read the questions.
- Ask them to try to answer from memory.
  - Students check their answers by reading the text again.
  - Check answers with the class.

### Answer Key

- 1 She lives in Chicago in the USA.
- 2 She used to live in Senegal in Africa.
- 3 She thought it would be easy to live there.
- 4 Some of the students were awful to her.
- 5 She missed her friends from Senegal.
- 6 Her new friends helped her.
- 7 They started a diversity club.
- 8 The school system and the fact that teenagers can be independent.

- 9** • In pairs, students take turns imagining that one of them is Aminata and the other is interviewing her. Tell them to use the questions in exercise 8 but adapt them to the *you* form.
- Encourage students to improvise a little and add extra questions, eg some of the questions in exercise 3.
  - Ask a few pairs to perform their interview for the class.
  - Students report back and tell the class what new information they found out.

### Extra activity

Students imagine that a new student from another country has just joined their class. In pairs, students write down what they would say to the new student and how they would make them feel welcome.

### Language note

When a preposition comes after a verb, the object is always after it, eg *Look at the sea / Look at me*. Prepositions can be followed by nouns, pronouns or gerunds, eg *I look forward to Christmas / it / seeing you soon*.

-  **Homework Workbook page 10 and Workbook Vocabulary plus page 117**

## Unit 1, Lesson 6, Grammar 3

**Lesson Aims:** Students learn about and practise how to form and use subject and object questions.

## Grammar 3

### Subject and object questions

#### Warmer

Ask students to work in pairs or groups of three and write down as many questions as they can but they may only use each question form once, eg *Can you do this? Do you like tea? Was he waiting for you? Have you ever been to Rome?* Set a time limit of three minutes. Ask pairs to dictate a question to you, without repeating a question form already on the board. Continue until you have as many question forms as the class can think of. Leave them on the board for later in the lesson.

- 10** • Students read the questions and answers in the table. Ask them what the difference between the question form in the upper half and the question form in the lower half is.
- Ask students to work out what the translations would be into Polish.
  - Point out that in the upper half we don't know who the subject is, the subject is the 'mystery element' in the question, but in the lower half we know the subject.
  - To check comprehension, write *1 Aminata* and *2 Her old friends* on the board. Tell students these are answers to two questions.
  - Then ask students to give you the correct questions using the verbs *help* and *miss*.
  - Elicit *Who did Aminata miss?* and *Who helped Aminata?*



### Answer Key

The subject questions don't use auxiliary verbs, they use the verb in its normal affirmative form. The object questions use a normal auxiliary + subject + verb question structure.

Kto pomógł Aminacie?

Co się stało, gdy zaczęła szkołę?

Za kim Aminata tęskniła?

Co otworzyła?

- 11** • Students write the rules in their notebooks and complete them with the missing words.
- Elicit answers and write the correct rules on the board.
  - Look at the questions you wrote on the board at the beginning of the lesson. Ask students to identify the subject in each case. Ask if the questions are object questions or subject questions.

### Answer Key

a subject

b object

- 12** • Students look at the diagram, then match the questions with the answers.
- Tell students to compare their answers with a partner.
  - Check answers with the class, writing them on the board if necessary.

### Answer Key

1 c 2 b 3 d 4 a

- 13** • Students read the items individually and answer the question.
- Check answer with the class.

### Answer Key

1 Object question  
2 Subject question

- 14** • Students read the statements and write questions so that the answers are the words in bold.
- Do number 2 together if necessary.
  - Allow them to compare their questions with a partner then check answers with the class.

### Answer Key

1 What did Tolkien write?  
2 Who did Penelope Cruz marry?  
3 Who married Javier Bardem?  
4 What did the Chinese build over 2,000 years ago?  
5 Who built the Great Wall over 2,000 years ago?

- 15** • In pairs, students take turns asking and answering the questions. Allow them to add up to five more subject questions to ask their partner if you wish.
- Students report back to the class about their partner's answers.

### Extra activity

As a final comprehension check, ask students to translate some questions from Polish into English. On a piece of paper write *Who wants a biscuit?* Don't let students see the English, just say the question in Polish, and the student who gets the correct English translation takes the 'card'. The student with most cards is the winner.



**Homework Workbook page 11**



**Workbook Grammar reference page 126**  
**Grammar exercises page 127**

## Unit 1, Lesson 7, Writing


**Lesson Aims:** Students write an email giving news and learn expressions used for writing an informal email.

### Writing

#### An informal email

#### Warmer

Ask students to imagine they're writing an email to a friend they haven't spoken to for a month or two. Find out what sort of information they would include. Write their ideas on the board. Then ask them what questions they would ask their friend.

- 1**  CD1 track 14; for audioscript see p14 of SB
- Students read Magda's email quickly and see if she includes either similar information to their suggestions or any of the questions on the board.
  - Compare as a class.
  - Play the CD. Students read and listen to the email and answer the questions.
  - Check answers with the class.

### Answer Key

1 She's moved house and started at a new school in the third year, she's in a volleyball club and she's learning the guitar.  
2 She asks how she is, what she has been doing, if she is still going out with Pablo and about her family.  
3 A friend.

- 2** • Students read the email in more detail and put the things in order.
- Check answers with the class.

### Answer Key

1 f 2 c 3 b 4 e 5 d 6 a

- 3** • Read the Language focus box with the class.
- Ask students if there are similar informal expressions in Polish.
  - Students match some of the informal expressions with the formal expressions given.

### Answer Key

1 What's new? / What's new with you? / What have you been up to?  
2 Write soon! / I can't wait to hear all your news!  
3 How are you doing? / How are things?  
4 Love, / Lots of love, / Bye for now,

- 4** • Students try to put the words in the correct order without looking at the Language focus box.
- Allow them to check by comparing their answers with the informal expressions.

### Answer Key

- 1 How are you doing?
- 2 I can't wait to hear from you!
- 3 Bye for now,
- 4 What have you been up to?
- 5 What else is new?



**Fast finishers translate the formal expressions in exercise 3 into Polish and work out how many of the formal and informal expressions you would NOT use in conversation.**

- 5** • Ask students to read the step box.

**Step 1:** Write notes for your own email on the board as an example. Students write notes about themselves. If they want, they can make up the information.

**Step 2:** Ask students to use some of your notes on the board to make sentences. Then ask them to work on their own sentences. Help as necessary. Tell them to organise their sentences into three paragraphs as in Magda's email.

**Step 3:** Students check their emails for errors; tell them to look particularly at their past simple forms, and to check and see if they have included any new vocabulary as well as some of the informal expressions.

**Step 4:** Ask students to copy out their texts carefully. Collect the texts in for marking and feedback.



**Fast finishers exchange emails with a partner and read and correct their partner's text.**

### Extra activity

Make a class display of the emails on the classroom walls. Students can add a picture as if they had attached it to the email, if they want. Ask the class to read the emails and decide which ones are the most interesting/most surprising and why. Elicit what features of the text make it more interesting.



**Homework Workbook pages 12–13**



### Cultural note

In 2010, there were an estimated 294 billion emails sent every day around the world (2.8 million a second) but 80–90 per cent of them were spam and viruses!

## Unit 1, Lesson 8, Progress check

**Lesson Aims:** Students revise and further practise the vocabulary and grammar of the unit.

### Warmer

Divide the class into two teams A & B. Put a noughts and crosses grid on the board. Together with the students write nine words in the grid, eg

after	depend	turn
get	agree	about
used	look	in

Team A chooses a square and produces a correct sentence using the word from that square. Team B continues the game in the same way.

### Life-changing events

- 1** • Students match 1–5 with a–e individually or in pairs.  
• Check answers with the class.

#### Answer Key

1 c 2 a 3 d 4 b 5 e

### Verb + preposition

- 2** • Students read and complete the expressions using prepositions.  
• Check answers with the class.

#### Answer Key

1 with 3 to 5 on  
2 to 4 about 6 in

### Present and past

- 3** • Remind students to look for the time references in the sentences before choosing which tense to use.  
• Check answers with the class.

#### Answer Key

1 moved 4 do  
2 go 5 got  
3 went, didn't buy

- 4** • Ask students to read the sentence halves first and look for indications of change in the second half, in order to decide how to complete the sentences.  
• Check answers with the class.

#### Answer Key

1 b 2 a 3 e 4 c 5 d

- 5** • Students complete the sentences individually.  
• Check answers with the class.

#### Answer Key

1 Did you use to live, used to live, live, moved  
2 Did Sue use to like, didn't use to like, is, stopped  
3 did Tony use to do, used to go, started, doesn't go  
4 do they work, used to work, started  
5 did Kate use to go, used to go, doesn't go



**Fast finishers write similar questions about people in the class.**

## Subject and object questions

- 6**
- Remind students about the different structures used for subject and object questions.
  - Students write subject or object questions.
  - They then answer the questions.
  - Check answers with the class.

### Answer Key

- 1 Who went shopping with her friends?
- 2 What did Mike visit?
- 3 Who visited the new museum?
- 4 Who saw Matt Damon's new film last week?
- 5 What did Jenny see last week?

## Cumulative grammar

- 7**
- Tell students to read the text and choose the correct options. Point out that they need to use all the grammar they have learnt in the book so far.
  - Allow students to compare their answers.
  - Check answers with the class.

### Answer Key

- |           |                |                |
|-----------|----------------|----------------|
| 1 won     | 5 got up       | 9 bought       |
| 2 is      | 6 worked       | 10 travels     |
| 3 got up  | 7 doesn't work | 11 didn't have |
| 4 gets up | 8 used to take | 12 wasn't      |

## Extra activity

Prepare ten sentences for a grammar auction. Some of them should be correct, some incorrect. Divide the students into four or five teams, getting them to think of their team names and write them on the board. Tell students that you will be the auctioneer and they will be making bids for the items. If the sentence is correct, they get ten points, if not they lose ten points. Read the first sentence and ask for bids. Continue the game until the sentences finish.

➔ **Homework** Ask students to write ten questions of their own. You can use these for revision later in the course.

➔ **Homework** Workbook page 14, for more advanced students also page 15

## Note

There are several different ways to do the Progress checks and it's a good idea to vary the way you do them from unit to unit. Here are some options:

- Students do the Progress check individually in silence as a test.
- Students do the exercises in pairs.
- Students do the exercises individually first, then get together in teams for feedback. Teams take turns giving you answers and get a point for each correct answer. This is a good option for weaker classes.
- Students work in teams as above, but without doing the exercises individually first.

# Unit 1, Lesson 9a, Exam Practice – poziom podstawowy

**Lesson Aims:** Students practise listening for gist and specific information; they do multiple choice exam tasks.

## Warmer

Tell students to look at the text in exercise 7 on page 15. Get them to scan the text and listen to your questions below:

- 1 *What is the text about?* (a life-changing event)
- 2 *What did Nick buy?* (a car)
- 3 *Did he use to go to work by bus?* (yes, he did.)

Tell students to answer the questions. Check their answers. Then read the questions again getting students to tell you which questions refer to details in the text (Q 2 and Q 3) and which to a general context or idea of the text (Q 1). Make students aware that in this part of the exam there are both types of questions. Discuss with them what the differences between the question types are.

- 1**
- Tell students to look at the verb phrases and put them into appropriate categories A–C in the table in their notebook.
  - Check answers with the class.


### Answer Key

- A** to change school; to have a gap year  
**B** to settle down; to break up; to make new friends; to miss friends  
**C** to become rich; to retire; to start your own business; to go to a job interview

- 2**
- Tell students to work in pairs.
  - Students look back at the unit adding two more words to each category in exercise 1.
  - Check with the class.
- 3**
- Tell students to look at the pairs of sentences.
  - Get them to put a tick next to the sentences which have a similar meaning and a cross next to the sentences with a different meaning.

### Answer Key

3.1 X 3.2 ✓ 3.3 X

- 4**
-  CD1 track 15
  - Students read the sentences quickly.
  - Play the CD. Students read and listen to the text.
  - Check answers with the class.



### CD 1 track 15

#### 4.1

An awful thing happened to my sister last week. She went for a ride in her car, made a mistake and hit a tree. She broke her leg and couldn't move. Fortunately, a man with his two daughters was walking by. He called 112 but was too stressed to do anything, so no one helped my sister before the ambulance arrived. However, she feels much better now.

#### 4.2

Chloe felt deeply hurt because Mark had lied to her about his past, so she decided to break up with him. He promised to give her anything she dreamt about, but she wanted nothing from him. Finally, he moved house, changed his job and tried to begin a new life.

### Answer Key

4.1 C 4.2 B

- 5
- Tell students to read the text quickly.
  - For each question have them find words or expressions in the text that suggest option A, B, or C.
  - Students compare their answers in pairs.
  - Check answers with the class.

### Answer Key

words referring to picture A: broke my leg; hospital bed  
words referring to picture B: classes, rules, lessons, studying  
words referring to picture C: play football; watch the games;  
Old Trafford

5.1 B

### 6 CD1 track 16

- Give students time to read the questions.
- Play the CD and ask them to listen out for ideas.
- Students read the questions again and write the right answer A, B or C.
- Play the CD again. In pairs, students correct their answers.
- Check answers with the class.



### CD 1 track 16

#### 6.1

**Teacher** It's half past eight. So why are you so late, Mike?

**Mike** I'm sorry Miss Ant, my bus was stuck in a traffic jam for 40 minutes.

**Teacher** Why? Was there an accident?

**Mike** No, not really. At first, I thought there was a running race, but I later realised that there was some kind of protest and some people were blocking the main street for half an hour.

**Teacher** Oh, I see. Now, just sit down and open your book at page 42.

#### 6.2

**Daughter** Hi, mum. What's up?

**Mother** Are you coming home now, Carol?

**Daughter** No, I'm not. Actually, I'd like to ask you if I can get back home a bit later today.

**Mother** Why? Are you going to the cinema?

**Daughter** Mum, you know I never go to the cinema on school days. But, today, some of my schoolmates are helping Emma – the new girl in my class – and her family to move house. And I'd like to give them a hand. So can I?

**Mother** OK, so what time do you think you'll be home, then?

**Daughter** At five. Is that okay?

**Mother** That's fine, darling.

**Daughter** Cool! I must go now. Bye.

**Mother** Bye love.

#### 6.3

Some people think that having a gap year is a good idea, but I can't imagine living without my friends. I really miss them when I don't see them for a week, so a year is much too long for me to not see them. My father, who started working when he was 19, keeps telling me how sorry he is that he never studied. So I think I should listen to his advice and go to university this year to study and have fun with my friends.

#### 6.4

Hi, Jake. You're not answering my call, so I guess you're already on board of the plane. Hope you have a pleasant flight. I just wanted to let you know that I've decided not to go hiking with my dad, but to do something I've always dreamt of: sailing across the Baltic Sea all by myself with nobody else. My yacht is ready and I'm setting off now. Look forward to seeing you when I'm back.

#### 6.5

Some people say that she looks too serious and unfriendly, but I can't imagine working with anybody else. She's extremely experienced and won an award for the best bank executive in the country last year. When I heard that she needed an assistant, I just dropped out of university and went abroad to attend the job interview. I beat 50 other candidates to get the job and moved house seven years ago. Now, I think that I can work with her all the time until she retires.

### Answer Key

6.1 B 6.2 A 6.3 C 6.4 A 6.5 C

➔ **Homework** Tell students to refer back to the text on pages 12 and 13. Get them to write three questions of their own in their notebooks. Two of the questions must relate to specific detail and one must be about the general idea of the text. Check this homework at the beginning of the next class.

➔ **Homework** Workbook page 16, exercise 1

## Unit 1, Lesson 9b, Exam practice – poziom rozszerzony

**Lesson Aims:** Students practise listening for gist and specific information; they do matching exam tasks.

### Warmer

Tell students to read the Exam Tip in exercise 1. Write the following words on the board: *but, then, when, until, although, because*.

Tell students to think about various events or situations in their lives. Get them to tell their partner about a life-changing event using one of the words on the board, eg *I have taken up a part-time job because I needed some money to buy a new bike*.

- 1
- Tell students to look at the words in the box and sentences 1.1–1.4.
  - Students complete the sentences with the appropriate words from the box individually.
  - Remind them that two of the words do not need to be used anywhere.
  - Make sure that they have a good look at the Exam Tip as well.

### Answer Key

1.1 until 1.2 when 1.3 but 1.4 then

## 2 CD1 track 17

- Give students time to read the sentences.
- Play the CD. Students listen to it and then decide if sentence A or B has a similar meaning to the original sentence.
- Check answers with the class.

### CD 1 track 17

- 1 It was difficult for me to make friends until I changed schools.
- 2 I used to dream about getting a mountain bike, but now I think it would be more useful to get a new laptop.
- 3 Although my friend Matt is going to move house next month, he isn't really looking forward to it.

### Answer Key

2.1 B 2.2 A 2.3 B

## 3 CD1 track 18

- Give students time to read the sentences.
- Play the CD, students listen for ideas.
- Play the CD again, students listen and match the texts with answer options A–E.
- Tell students that it is very important to read the instructions carefully in the exam.
- Remind them that one the answers does not fit any text.

### CD 1 track 18

#### Speaker 1

Everywhere I go, I see people who seem to enjoy arguing and even fighting. They just wait for you to say something, then look forward to saying what they think which is always something opposite. Some of my friends are like this but I just don't know why. I think it's OK if you do this kind of thing once or twice for fun when you're young, but if you behave this way all your life, you'll just be negative about everything when you're an adult, and this isn't something you want, is it?

#### Speaker 2

Lots of people prefer to say what they think because they believe that they have the right to do so. But they don't realise that sometimes it does more harm than good. Although we all argue with our parents, I think that we should be more careful at school. You may tell your teacher that you don't like his or her ideas, but if you don't do this politely, you may get a bad mark or might have to change schools. I think that these things are just pointless.

#### Speaker 3

I don't like arguing and try to avoid arguments with my parents and teachers, but with my classmates it's a different story. Yes, I find it really hard to share the same opinions as people who I don't enjoy being with. I know that I should listen to what a person has to say rather than just look at who is speaking, but you know what it's like. It's always easier to accept what someone is saying if you like them.

#### Speaker 4

I just don't see the reason why people are like this. Kids don't like what their parents tell them to do, students argue with their teachers, and workers are never happy with their bosses' decisions. Thankfully, these kinds of things don't usually mean the end of the world. But I'd still say that it's better to think twice about what you're fighting about and to ask yourself if it is really worth all the trouble. If you do this, very often, you'll soon forget what you were so angry about.

### Answer Key

3.1 B 3.2 C 3.3 E 3.4 D

- 4
- Ask students to read the text for a general idea.
  - Students look at the T/F statements (A–D) below the text and try to answer them without looking into the text.
  - Students look at the expressions in the box, read the text.
  - Then students check their answers in pairs using the text as a reference.
  - Check answers with the class.

### Answer Key

4.1 between 4.3 have an accident  
4.2 go abroad 4.4 independent

## 5 CD1 track 19


- Give students time to read the T/F sentences.
- Play the CD. Students listen and try to make their first guesses.
- Play the CD again, students answer the T/F questions.
- Check answer with the class.

### CD 1 track 19

Many of us agree that Will Smith is a great actor, but only some of us realise that his life is interesting enough to make a film about it. To begin with, he started his professional life in a hip hop band, playing radio-friendly songs, and he even won an Emmy award for this in 1998. Then, he started spending his money badly and got into trouble – he lost almost all of it. Luckily, the NBC television company asked him to play in a sitcom, which was very popular and this began his acting career. After a few years, he moved from television to the world of cinema, playing in some well-known films, such as *Enemy of the State* and *Men in Black*. He was even offered the part of Neo in *The Matrix* but chose to play in *Wild Wild West* instead. Later, he said that Keanu Reeves was better for this part, anyway. Although Smith has received Best Actor Oscar nominations in 2002 and 2007, he hasn't managed to win the award yet. But he doesn't seem to worry about this, though, as he has lots of plans for future films. Indeed, some people say that one day he might even play the role of US President, Barack Obama, because of his noticeable ears.

### Answer Key

5.1 T 5.2 F 5.3 F 5.4 F

 **Homework** Ask students to look back at the email on page 14 and write four questions. During the next class students ask and answer each others' questions. Students discuss if their questions were correct and comprehensible or needed to be corrected in any way. Teacher monitors students' work and provides feedback when necessary.

 **Homework** Workbook page 16, exercises 2–3